

Canterburys Nursery and Out of School Club

24 Eastbourne Grove, BOLTON, BL1 5LH

Inspection date

06/08/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children are highly motivated and consistently demonstrate the characteristics of effective learning. The educational programmes have depth and breadth and consistently offer interest and challenge to effectively promote children's learning.
- The staff team are highly skilled and sensitive to children's individual needs and help them to form secure emotional attachments and feel very safe within the nursery. Consequently, children are confident to explore and develop their ideas.
- Partnerships with parents, external agencies and other providers are very effective and contribute to ensuring children's needs are quickly identified and met effectively.
- The manager has a passion and vision for her work and is sharply focused on providing an excellent service for the children and their families, which makes a positive impact on their lives.
- There is rigorous implementation of robust policies and procedures and highly effective monitoring of the educational programmes which successfully promotes children's safety, well-being and learning and development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities children took part in; these included both children's rooms and the outdoor area.
- The inspector spoke to the manager, deputy manager and childcare staff at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
The inspector viewed a range of documentation, including risk assessments, safeguarding and complaints policies and procedures and children's learning journals.
- The inspector took account of the views of parents spoken to on the day.

Inspector
Susan Heap

Full Report

Information about the setting

Canterburys Nursery and Out of School Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Initially registered in 1991, it is one of two nurseries that is owned and managed by Canterburys Nursery Limited. The nursery is situated in a single-storey building located opposite St. Thomas of Canterbury Primary School in the Heaton area of Bolton. The children have access to a main room and a toddler unit and associated facilities. There are two secure outdoor play areas available. The nursery serves the local area and beyond and is accessible to all children.

The nursery employs nine members of childcare staff. Of these, seven staff hold an appropriate early years qualification at level 3. The deputy manager has a degree in Early Childhood Studies. The owner has an early years degree and holds Early Years Professional Status. The nursery receives support from the local early years team.

The nursery is open Monday to Friday 8am until 6pm all year round, closing for holidays at Christmas and Easter. The nursery also provides out of school provision for children who attend St. Thomas of Canterbury Primary School. The before and after school club is open Monday to Friday from 8am until 9am and 3.20pm until 6pm during term time. The holiday club is open Monday to Friday from 8am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 42 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to add to the excellent range of natural resources available in the indoor areas to enhance children's sensory learning and development in order to build on the already first rate practice achieved.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children flourish and are well motivated to learn in this extremely vibrant, high quality nursery. The staff have excellent skills and knowledge of the learning and development requirements and a superb understanding of how children learn. They are innovative and

provide an exciting, stimulating and extremely well-organised environment, both indoors and outdoors, which maximises opportunities for children's learning. For example, children access a superb range of creative and collage materials, which allow them to use their imaginations and express themselves freely in their artwork. Staff are extremely innovative and provide an excellent range of natural materials, which help to develop and stimulate children's interest in mathematics and literacy. For example, labelling cobbles with numbers and letters or using numbers and letters made out of natural materials, such as wicker or cardboard. Children are highly motivated and totally engrossed in their play, consistently demonstrating the characteristics of effective learning. The utmost attention is given to focusing on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children are extremely well prepared for school and their next stage of learning.

The whole staff team has a highly developed knowledge and understanding of the children in their care. This is based on the key information which is gathered from parents on entry to the nursery. The staff are dynamic and enthusiastic. They plan an interesting and exciting learning programme of activities based on their observations of the children's individual developmental needs and interests. For example, staff observed there were gaps in some children's learning in the areas of literacy and their physical development. Children actively choose to play in the outdoor area, particularly the mud kitchen. Consequently, staff planned an outdoor activity; children mixed soil and water together to make muddy water. They then used this to copy the letters of their names on large sheets of paper, using large paint brushes and the muddy water. Staff skilfully extend and consolidate children's learning by asking open-ended questions. This allows them to reflect on their experiences, such as noticing the change in materials or the colour of paints when they are mixed together. The manager and staff take an exemplary and robust approach to monitoring the activities provided for the children to ensure they have depth and breadth across the seven areas of learning. This also means that any gaps in their learning are promptly identified and planned for through focused activities. The staff are fully knowledgeable about the 'progress check at age two' for children and have successfully implemented this. They also complete a progress check at age three and a formative assessment prior to children moving onto school. As a result, all children make excellent progress given their age and stage of development and their starting points.

The quality of teaching is extremely effective and, consequently, children are motivated and eager to learn. Staff are extremely competent in ensuring that children have time and freedom to become deeply involved in activities and follow their own ideas and thinking. They provide a range of stimulating resources, which children can use in a variety of ways. Consequently, children are totally involved and concentrate on their chosen activity for long periods of time. For example, children mix the ingredients to make their own play dough. Children decide to make a cake with the play dough and choose bowls of different sizes. They carefully mould the dough into the bowls and decorate them with candles, proudly showing off the 'birthday cake' they have made. Staff sensitively support children and ask them what they want to do now and how they will do it. Children decide that they need to put the cake in the oven to bake. By selecting a large cardboard box, sticky tape and recycled bottle tops, children make their own cooker. They receive high praise for their efforts and take great delight in their achievement.

Children have excellent opportunities to develop their knowledge of technology. They competently use the interactive white board to move objects around the screen, and use magnetic letters to practise their letter sounds and simple computer programs. The staff team are truly visionary and consistently put their ideas and inspirations into practice. This ensures that children have rich, interesting learning experiences. For example, children showed great interest in watching their shadows in the playground on a sunny day. By using the projector, children drew round each other and compared their size, shape and facial features. Inspired by a popular television talent show, the staff developed this idea into pre-school children performing a shadow play for their graduation ceremony. This followed their growth and development throughout their time in the nursery and onto school.

The nursery has been highly successful in forging links with the local primary schools that children move on to, to share information and children's profiles. Nursery teachers have visited the children in the nursery and children and their key person have visited the new schools. This has been particularly successful with the school across the road from the nursery. Staff support children's transitions to school through activities and discussions, such as stories and displays of the school uniform that children will wear. This very successfully supports children's move to the new setting.

Partnerships with parents are highly effective and make an excellent contribution to meeting children's needs. Staff discuss children's learning and progress with parents on a daily basis and through regular assessments, such as the 'progress check at age two and three' and at the end of each six-week learning cycle. Staff place the utmost emphasis on valuing and engaging parents in contributing their observations of children's interests and about children's activities at home. This is achieved through the 'parental pathways' form, which they very successfully build on to extend children's learning.

The contribution of the early years provision to the well-being of children

The key person system is highly effective and well embedded in practice. For example, each child has a key person and a key 'buddy'. This means that children receive consistent care at nappy changing times or when their key person is not present. This helps children to form secure, emotional attachments and provides a solid base for their personal, social and emotional development. Children select resources independently and plan and initiate their own learning as they explore the high-quality resources and activities provided, both inside and outdoors. As a result, children exhibit the skills they need for their future learning. They are extremely confident learners, working cooperatively together and persisting with activities when challenges occur. For example, they develop their problem-solving skills as they work out how to transfer water from one receptacle to another, by using plastic tubing and a funnel. They show great satisfaction and are proud that they have accomplished something without adult support, they beam with delight when this is acknowledged by the staff.

Staff are extremely sensitive and tuned in to children's individual needs. They consistently offer reassurance and support to children who may be less confident until they are fully settled and have formed new friendships. They handle any potential conflict situations

sensitively. For example, by occupying children whose behaviour may be challenging at times, with physical activities, such as playing hopscotch or practising moving wheeled toys around the roadway. This means that their behaviour does not impact on a focused activity for other children. Consequently, children are occupied and behave extremely well. Staff consistently praise and encourage good behaviour and recognise children's achievements throughout the day which builds children's confidence and self-esteem.

Staff encourage children to take risks that are age-appropriate. They show children the correct way to use tools and equipment during activities, such as how to use a clothes peg as they hang letters and pictures on a line of string. Staff calmly ask children, where they would be better playing when they start to run indoors. Children know that they might hurt themselves and it is better to play outside. Consequently, staff support children extremely well in thinking for themselves about how to develop their understanding of safety. Planned activities, such as visits from the fire service, develop children's understanding of how to keep themselves safe in the event of a fire.

Children demonstrate through the daily routines that they have an excellent understanding of the importance of regular exercise, a healthy diet and attending to their own personal needs. Each child has their own place mat which is colour coded on a traffic light system. This robust system acts as a visual prompt to identify if children have any specific requirements. Children have their own planting and growing area where they successfully plant potatoes, strawberries and tomatoes. This develops children's knowledge of healthy eating and the food cycle, as they grow and taste their own produce with the help of the cook. Children have free access to the outdoor area on a daily basis, which ensures that they benefit from fresh air and exercise. This successfully promotes their health and well-being. They have lots of opportunities to dig and explore in a variety of materials, such as wet and dry sand, and bark chippings, as well as soil and the mud kitchen. Large tyres are used to make roadways for children to hone their physical skills, such as pedalling wheeled toys, practising stopping and starting or stepping in and out of them. Music and dance activities develop children's ability to move rhythmically in time to music and learn about the effect that exercise has on their bodies.

Children are extremely well supported in their moves from room to room within the nursery. This is due to the settling-in visits with their key person as they move into a different room and also on entry. Meticulous attention is given to ensuring that all individual records and learning journals are passed onto the next key person. This ensures continuity and consistency of care in order to meet and support children's individual welfare and learning and development needs.

The effectiveness of the leadership and management of the early years provision

The manager is enthusiastic, visionary and highly successful in inspiring the whole staff team. Her enthusiasm and passion is infectious and is captured and implemented by the staff. They all share high expectations across all areas of their practice and show an exemplary commitment to drive ongoing development and continued improvement. Each member of staff keeps a reflective journal, which records their ideas for future activities

for the children, as well as reflecting on past ones. Consequently, the staff team is highly committed to providing children with first-class learning and development experiences. They are further supported in their professional development through effective monitoring and mentoring through the robust systems that are in place. They access regular training opportunities, through individual support, staff meetings and external training opportunities, to increase their skills and knowledge. Staff comment that they feel valued and supported by the manager and that they share a common purpose.

The whole staff team demonstrates an effective knowledge and understanding of how to work effectively as a team, supporting each other in their daily practice. They have an exemplary knowledge of individual children and their learning needs and can skilfully extend previous activities children have taken part in. For example, following on from the painting and writing activity with muddy water, another member of staff introduces letters, photographs of children and objects for children. They then link the letter sound with the name of the child or object and carefully match and peg these onto a line of string.

Well-established systems are implemented to effectively monitor and evaluate the service offered. This is achieved through high quality professional supervision, appraisals and team meetings. The manager works alongside the staff and completes peer observations of staff practice. Consequently, through the careful monitoring of staff practice, interaction and children's learning programmes, she has a highly developed knowledge of their individual strengths and areas for further development. This applies to both staff and children.

Effective systems are implemented to examine how staff observe, plan and monitor each child's progress. Continual support from the manager, the deputy manager and mentoring from the other staff within the company has enabled staff to implement all aspects of the safeguarding and learning and development requirements of the Early Years Foundation Stage with confidence and enthusiasm. Interventions are sought and planned for at the earliest stage to identify any group falling behind their peers or below their expected achievements, which ensures children's needs are being met highly effectively and relevant support services involved.

The manager has attended the designated person's level 3 training course and all staff have completed online safeguarding training. As a result, all staff prioritise children's safety and have an excellent understanding of safeguarding issues. They are fully conversant with safeguarding procedures, their duty to protect children and know what to do should they have a concern about a child in their care. Robust recruitment and effective vetting systems ensure all adults working with the children are suitable to do so. The ongoing suitability of staff is checked annually and during the monitoring of children's learning programmes. Comprehensive and well-implemented risk assessments ensure the premises are safe and secure and these extend to cover activities and outings.

All staff are highly committed to working in partnership with external agencies and parents. A variety of systems ensure parents are consulted at every stage of their child's care and development, which allows continuity of care. The views of children, parents and carers are continually sought, promoting better outcomes for children. For example,

parents' views and observations are gathered through the 'parental pathways' form. These are used to inform future planning for individual children. The nursery has recently revamped the outdoor area and the construction, mathematics and literacy areas indoors to improve the quality of the environment. Consequently, resources are more accessible to children and made of natural materials. However, through self-evaluation, reflective practice and the continuous drive for improvement it has been identified that the excellent sensory area in the smaller room has room for improvement. Parents are extremely complimentary and comment that times of transition are handled well and that the nursery staff have embraced them as a family, not just their child. Consequently, they feel valued and supported.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY456639
Local authority	Bolton
Inspection number	902245
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	42
Name of provider	Canterburys Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01204846279

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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